

Donnybrook District High School

Annual School Report 2017

2017 Staff

Principal

Mr James Milne

Associate Principal

Mr Jeff Brown

Deputy Principals

Mr Garry Davis

Manager Corporate Services

Mrs Sarah Bible

School Officers

Mrs Delveen Cross

Mrs Jane Lockhart

Mrs Sue Williams

Mrs Rhonda Williams

Teachers: 35

Teaching Assistants: 9

School Chaplain

Mr Len Van Aarde

School Psychologist

Ms Amy Patience

Principal's Message

Towards the end of 2016, plans were put in place that would lead to Donnybrook District High School operating very differently in 2017. The most significant of these was to relocate the Associate Principal, Jeff Brown, to the Senior Campus and move myself, the Deputy Principal, Garry Davis, and the Manager of Corporate Services, Sarah Bible, to the Junior Campus.

The Principal of Donnybrook District High School has traditionally been based at the Senior Campus with 1 or 2 Deputy Principals and the Associate Principal has taken a prime role at the Junior Campus without a Deputy Principal. I firmly believed the Principal needed to be placed where the largest number of staff, students and parents and carers are located, with a Deputy Principal providing further support to this group. This was certainly the driving factor behind the reshuffle and I am confident that the decision has been the right one and will ultimately benefit the school community.

There is no doubting this decision had an impact on the staff in one way or another. For the Junior Campus staff, they relished in the extra support that was on offer throughout the year. Having both a Principal and a Deputy Principal to assist them to fulfil their roles was certainly appreciated. Having Garry Davis and I on hand to acknowledge student achievements and milestones and touch base with students regularly was a positive addition to the Primary Campus. For the Senior Campus staff, they were required to adjust to a new Administration and a reduction in the level of support on hand. As you would expect, this took some time to get used to, as for such a long period of time the staff had become used to having ready access to both the Principal and Deputy Principal. Therefore to support this transition, Garry Davis continued to spend time at the Senior Campus each week, which he took great delight in!

Donnybrook District High School's split site context is always going to challenge the way the school operates. Importantly we did not let the 1.5 kilometre gap between the Junior and Senior Campuses get in the way of our core business and making the most of a District High School context. In 2017, we continued to explore and implement opportunities for bringing the two campuses together and we did this with wonderful success.

At the end of 2017 we farewelled a number staff who have been a large part of the school community for a considerable period of time.

A special thank you to;

John Roberts - 45 years

Elizabeth Elkington - 44 years

Penny Hearman - 43 years

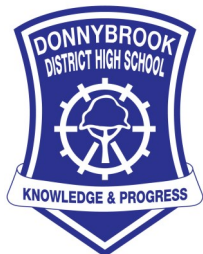
Debbie Cann - 41 years

Rob Horton - 40 years

Anthea Horton - 38 years

I trust they left well satisfied in the contribution they had made in shaping the lives of thousands of students from Donnybrook District High School and the state of Western Australia. I wish them all the very best for the next chapters in their lives.

James Milne



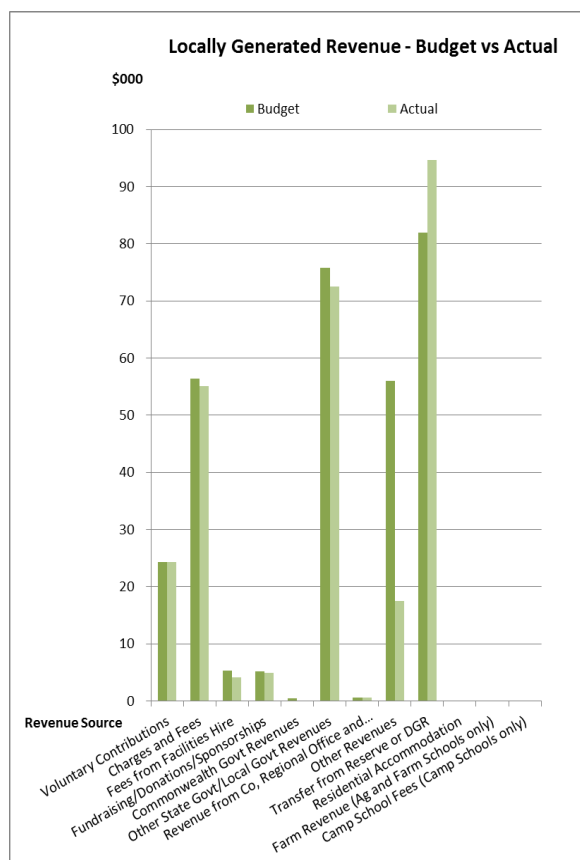
Donnybrook District High School

Financing our School

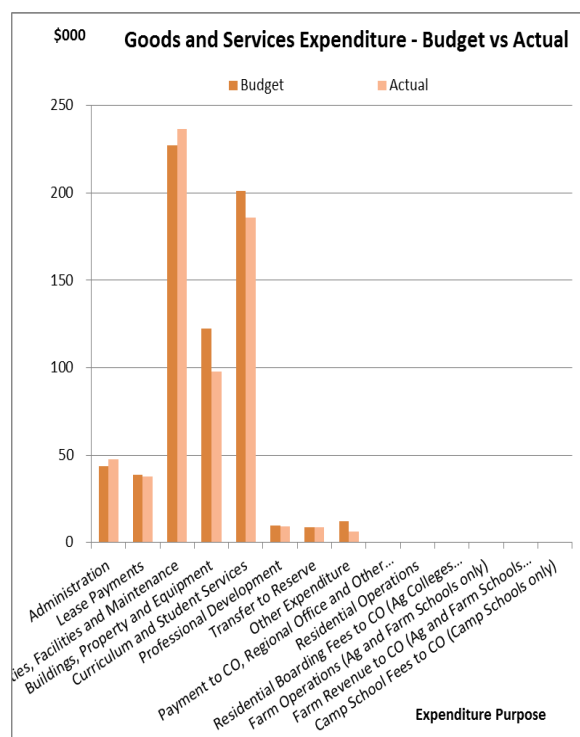
Financial Income and Expenditure Summary

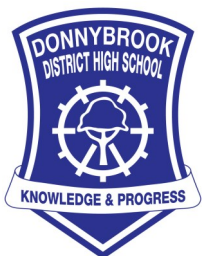
The Donnybrook District High School Annual Budget is reviewed and endorsed by both the Finance Committee and the School Board. The Principal and Manager Corporate Services monitor the relationship between the one line budget and actual expenditure to ensure that Donnybrook District High School's expenditure does not exceed budget allocations. Below is the Finance Summary as at 31 December 2017:

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 24,289.00	\$ 24,288.75
2	Charges and Fees	\$ 56,352.00	\$ 55,023.42
3	Fees from Facilities Hire	\$ 5,332.77	\$ 4,117.84
4	Fundraising/Donations/Sponsorships	\$ 5,177.00	\$ 4,912.61
5	Commonwealth Govt Revenues	\$ 500.00	-
6	Other State Govt/Local Govt Revenues	\$ 75,729.38	\$ 72,521.29
7	Revenue from Co, Regional Office and Other Schools	\$ 551.25	\$ 551.31
8	Other Revenues	\$ 56,052.45	\$ 17,469.76
9	Transfer from Reserve or DGR	\$ 81,907.60	\$ 94,674.67
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$ 305,891.45	\$ 273,559.65
	Opening Balance	-	-
	Student Centred Funding	\$ 357,375.93	\$ 357,648.90
	Total Cash Funds Available	\$ 663,267.38	\$ 631,208.55
	Total Salary Allocation	-	-
	Total Funds Available	\$ 663,267.38	\$ 631,208.55



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 43,460.56	\$ 47,400.58
2	Lease Payments	\$ 38,600.00	\$ 37,611.20
3	Utilities, Facilities and Maintenance	\$ 227,135.61	\$ 236,721.85
4	Buildings, Property and Equipment	\$ 122,224.00	\$ 98,010.07
5	Curriculum and Student Services	\$ 201,412.90	\$ 185,684.22
6	Professional Development	\$ 9,698.31	\$ 8,928.06
7	Transfer to Reserve	\$ 8,700.00	\$ 8,700.00
8	Other Expenditure	\$ 12,036.00	\$ 6,302.74
9	Payment to CO, Regional Office and Other Schools	-	-
10	Residential Operations	-	-
11	Residential Boarding Fees to CO (Ag Colleges only)	-	-
12	Farm Operations (Ag and Farm Schools only)	-	-
13	Farm Revenue to CO (Ag and Farm Schools only)	-	-
14	Camp School Fees to CO (Camp Schools only)	-	-
	Total Goods and Services Expenditure	\$ 663,267.38	\$ 629,358.72
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	\$ 663,267.38	\$ 629,358.72
	Cash Budget Variance	-	-

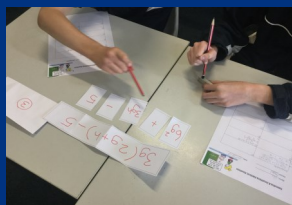




Memories of 2017



Undercover Area Mural



Year 8 Maths



Garden Art Open Day



Science Week at
Senior Campus



Science Week at
Pre-Primary

Financing our School

Voluntary Contributions and Charges 2017

The Western Australian Government's priority is to ensure that all students participate in an educational program that satisfies the requirements of the *Western Australian Curriculum and Assessment Outline*. Donnybrook District High School's Voluntary Contributions and Charges financial procedure guides parents and carers to understand the flexibilities of the school fee structures and to determine the estimated total cost of their child's education. It is a requirement of the *School Education Act 1999* that all possible contributions and charges are identified two months prior to the beginning of the school year. The School Board endorsed the schedule of contributions and charges for 2017.

1. Contributions

This term relates to the monies requested from parents towards the cost of materials, services and facilities used by Kindergarten to Year 10 students in the standard educational program which the school is required to provide. The total amount of contributions parents and carers were asked to pay for Kindergarten to Year 6 was \$60.00 and for Year 7-10 was \$235.00. Money collected was used to supplement school expenditure in various areas such as materials for art, technologies and science, photocopy materials, classroom materials, web-based curriculum materials and resources. While contributions are voluntary, the quality of the teaching and learning program is enhanced when each family makes its contribution.

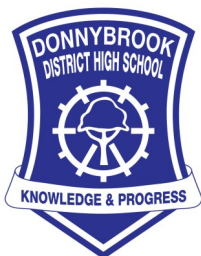
2. Charges

These are amounts paid for participation in separate events such as sporting activities, incursions, excursions and in term swimming. The school hoped that all students attended these activities, but due to the personal financial situations of families within our community, some students were unable to participate in all events offered. The amounts reflected similar charges that have been made over previous years and are consistent with other Independent Public Schools.

Donnybrook District High School also supports learning opportunities that are made available to select students with specific interests and abilities. These include the School of Instrumental Music program and involvement is conditional on payment.

Students in Years 9 and 10 incurred additional charges for large projects undertaken in Elective subjects. These were typically in the Design and Technology learn-

Item	Year	Collection Rates 2017
Voluntary Contributions	Kindergarten Pre-Primary Years 1-6 Years 7-10	65.71% 69.79% 64.39% 57.15%
Course Charges	7-10	71.38%
Extra Cost Optional Charges	K-6	99.21%
Combined Total Charges (Course Charges + Extra Cost Optional Charge)	7-10	69.32%



Professional Engagement

Expenditure in Professional Learning

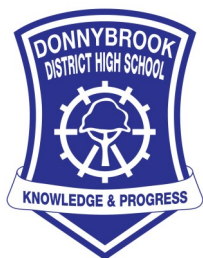
All teaching staff engaged in Professional Learning that had clear links to the school's 2017-2019 Business Plan and Operational Planning, Action Learning Models, together with the priorities of the Department of Education as set out in its Strategic Plan for WA Public Schools 2016-2019 High Performance—High Care.

Key professional learning for 2017 included:

- Western Australian Curriculum - English, Mathematics, Science and History.
- School Planning (Operational and Classroom) - Western Australian Curriculum
- Barrie Bennett - Instructional Practice
- English - Brightpath
- Students at Educational Risk - Curriculum Differentiation and Special Educational Needs Planning
- Positive Behaviour Support (PBS)
- In School Collaboration - Professional Learning Community Action Learning Models
- Cross School Collaboration - Brightpath Writing Moderation and Secondary Learning Areas
- Network and District High Executive Meetings

The table below outlines the expenditure breakdown relating to professional learning for all staff during 2017:

EXPENDITURE TYPE	AMOUNT (rounded)
Teacher/Support Staff Relief	\$ 98,100.00
Course Registration	\$ 12,390.00
Travel and Kilometrage	\$ 2,890.00
Accommodation	\$ 1,980.00
Meals / Catering	\$ 1,150.00
TOTAL	\$ 116,510.00



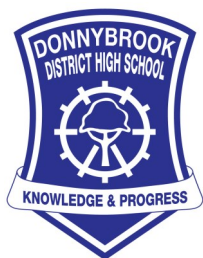
Donnybrook District High School

2017-19 Business Plan

Key Performance Indicators

■ 100% Achievement
 ■ 75 - 99% Achievement
 ■ 50 - 74% Achievement
 ■ 0 - 49% Achievement

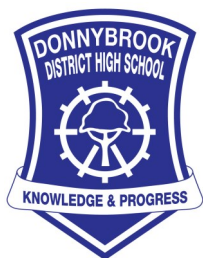
Priority	Target	2017	Comment
Student Focussed Learning	Perform at or above like schools in NAPLAN Numeracy.	■	Achieved in Year 3, 5 and 9. Not achieved in Year 7. Only (-5) points.
	Perform at or above like schools in NAPLAN Reading.	■	Achieved in Year 3, 5, 7 and 9.
	Perform at or above like schools in NAPLAN Writing.	■	Achieved in Year 5 and 9. Not achieved in Year 3. Only (-1) point. Not achieved in Year 7. Only (-2) points.
	Perform at or above like schools in NAPLAN Spelling	■	Achieved in Year 3, 5 and 9. Not achieved in Year 7. Only (-2) points
	Perform at or above like schools in NAPLAN Punctuation and Grammar	■	Achieved in Year 3, 5, 7 and 9.
	The progress of our stable cohort is equal to or above the stable cohort of like schools in all NAPLAN areas.	■	Achieved in 19 of the 20 NAPLAN assessments. Not achieved in Year 3 Writing.
	The percentage of students achieving in the Top 20% is equal to or above like schools in all NAPLAN areas.	■	Achieved in 15 of the 20 NAPLAN assessments. Not achieved in Year 3 Writing and Year 7 Numeracy, Reading, Writing and Spelling.
	The percentage of students achieving in the Bottom 20% is equal to or below like schools in all NAPLAN areas.	■	Achieved in 17 of the 20 NAPLAN assessments. Not achieved in Year 3 Writing and Year 7 Numeracy and Spelling.
	The percentage of Year 3 students achieving between Proficiency Bands 5-6 is equal to or above like schools in all NAPLAN areas.	■	Numeracy equal to Like Schools. Reading 7% above Like Schools. Writing 13% below Like Schools. Spelling 8% above Like Schools. Grammar and Punctuation 20% above Like Schools.
	The percentage of Year 5 students achieving between Proficiency Bands 7-8 is equal to or above like schools in all NAPLAN areas.	■	Numeracy 4% above Like Schools. Reading 21% above Like Schools. Writing 6% above Like Schools. Spelling 10% above Like Schools. Grammar and Punctuation 7% above Like Schools.
	The percentage of Year 7 students achieving between Proficiency Bands 8-9 is equal to or above like schools in all NAPLAN areas.	■	Numeracy equal to Like Schools. Reading 3% below Like Schools. Writing 4% below Like Schools. Spelling 5% below Like Schools. Grammar and Punctuation 13% above Like Schools.
	The percentage of Year 9 students achieving between Proficiency Bands 9-10 is equal to or above like schools in all NAPLAN areas.	■	Numeracy 6% above Like Schools. Reading 4% above Like Schools. Writing 8% above Like Schools. Spelling 5% above Like Schools. Grammar and Punctuation 12% above Like Schools.
	At least 60% of our Year 9/10 students meet all OLNA expectations.	■	61% of students met all OLNA expectations. Of the 39% who didn't, 23% failed in one test only.
Behaviour and Well Being.	80%+ Primary and Secondary students demonstrate consistently or often on all Attitude, Behaviour and Effort indicators.	■	86.7% of Lower Primary (PP-2) students demonstrated the attributes. 92.5% of Primary (3-6) students demonstrated the Attributes. 90.2% of Secondary (7-10) students demonstrated the Attributes
	Maintain Primary and Secondary Attendance above like schools.	■	Primary Attendance was 1.4% above Like Schools. Secondary Attendance was 1.5% above Like Schools. <i>* See Page</i>
School Community Collaboration	The National School Opinion Survey (NSOS) results are positive for parents, Staff and Students (ie each item has a ranking of at least 3.8).		The NSOS will be implemented towards the end of 2018 or at the beginning of 2019 to coincide with the next School Review.



2017-19 Business Plan

Priority: Student Focussed Learning

Strategic Focus	Strategy	Milestone	Timing	Sem 1 2017	Sem 2 2017
Use high quality instructional skills in curriculum delivery.	* Embed and consolidate whole school (K-10) approaches to the assessment and teaching of English and Mathematics	* Phase of schooling appropriate approaches are used consistently to assess and teach Reading, Writing, Spelling and Mathematics.	S1 2019		
	* Refine whole school English, Mathematics and Science plans to ensure greater alignment to the school's Business Plan and Targets.	* Professional Learning displays a direct link to the school's Business Plan	2017 →		
	* Develop a whole school Humanities and Social Sciences plan.	* Evidence based teaching driving learning programs in all classrooms and learning areas.	S1 2018		
	* Provide targeted professional learning focused on enhancing whole school pedagogical approaches.	* All teachers and school leaders use the AITSL Standards	2017 →		
	* Build the capacity of staff to support embedding evidence based instructional strategies.				
	* Use the AITSL's Australian Professional Standards for teachers and school leaders to support self-reflection and continuous self improvement.				
Differentiate teaching and learning	* Collect, collate, analyse and use individual student, class and school data to inform learning programs.	* All students on an Individual Education Plan or Group Education Plan are monitored and supported in their learning.	2017 →		
	* Differentiate teaching to cater for the learning needs and abilities of all students.	* An Academic Extension Program is implemented by teachers to provide challenging learning opportunities for identified students.	S1 2018		
	* Develop and implement a whole school approach to supporting High Achieving students.	* Key Visible Learning features including; feedback, negotiated goal setting and making learning intentions explicitly known to students - We Are Learning To (WALT), What I'm Looking for (WILF) are used throughout the school.	S1 2018		
	* Students and teachers collaboratively negotiate student learning goals, based on the student's performance data and aspirations.				
Build Staff Capacity	* Embed a team-orientated environment in which staff collaborate effectively to support student learning.	* Early Close, together with the Action Learning Models, support collaboration within and between Professional Learning Communities and Networks.	2017 →		
	* Implement classroom observation and feedback practices to assist in targeting specific instructional strategies and driving school improvement.	* All teachers take part in classroom observation as part of their Professional Learning Community and Performance Management process.	S2 2018		
	* Provide opportunities for staff to share their Professional Learning.	* Targeted Peer Observation and Support enhancing student learning.	S2 2018		
Use Information Communication Technologies (ICT) to enhance learning.	* Provide professional learning and support for staff to utilise ICT and deliver against the Digital Technologies Curriculum.	* Staff are engaged in professional learning appropriate to their level of need.	2017 →		
	* Allocate resources strategically to ensure that our use of ICT's is sustainable and meets future needs.	* A detailed ICT plan that outlines what is required to meet current and future needs.	S1 2018		
Embed the WA Curriculum in planning, teaching and assessment.	* Implement the PP-10 Western Australian Curriculum in accordance with SCASA's timeline.	* Implementation of Phase 2 & 3 learning areas in line with SCASA timelines.	2017 →		
	* Engage classroom and specialist teachers in in-school and between-school moderation in line with appropriate timelines.	* Staff moderate within and between Professional Learning Communities and Networks.	2017 →		
Making the most of a District High School context and market its uniqueness and value.	* Continually look for avenues to make certain the school's split site context doesn't impact on opportunities students would normally be afforded in a traditional District High School.	* Expansion of the current programs and initiatives implemented in 2015/16.	2017 →		
	* Promote the school and its associated programs and achievements.	* Student numbers reflect a growing trust and satisfaction in the educational programs offered at the school.	S1 2019		

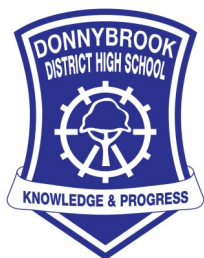


Donnybrook District High School

2017-19 Business Plan

Priorities: Behaviour and Well Being and School Community Collaboration

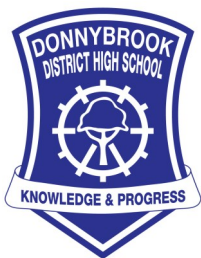
Strategic Focus	Strategy	Milestone	Timing	Sem 1 2017	Sem 2 2017
Provide a safe, caring and inclusive environment.	* Create a student Health and Well Being Operational Plan to describe and monitor planned strategies and practices.	* Development of a whole school Health and Well Being Operational Plan.	S2 2018		
	* Develop and embed a sustainable approach to managing and supporting Students at Educational Risk (High and Low Achieving).	* Students at Educational Risk are benefitting from a well-structured and collaborative approach between all stakeholders.	2017 →		
Student behaviour	* Continue with the implementation of Positive Behaviour Support.	* Positive Behaviour Support implemented	S2 2019		
Student attendance and engagement.	* Refine the school's Attendance and Engagement plan.	* An Attendance and Engagement Plan operating to the advantage of all stakeholders.	S2 2017		
	* Monitor attendance as per Department of Education guidelines and expectations.				
Staff health and well being.	* Survey staff to assess and monitor their health and well-being.	* Encouraging survey data.	S1 2019		
	* Collectively monitor staff health and well-being.	* Staff feedback highlights work in this area is having a positive impact throughout the school.	S1 2019		
	* Ensure staff are pro-active in supporting health and well-being.				
Strategic Focus	Strategy	Milestone	Timing	Sem 1 2017	Sem 2 2017
School Community play an authentic and valued role in school decision-making.	* Provide formal and informal opportunities for all stakeholders to have input into the future directions of the school.	* Parent National School Opinion Survey (NSOS) results are positive.	S1 2019		
	* Survey the school community at least once every two years using the National School Opinion Survey.	* Evidence parents are becoming increasingly engaged in the school.	S1 2019		
Build and maintain positive school-community relationships.	* Work in partnership with the Board and the P&C to value add to the school's programs.	* School Board and P&C feedback regarding their involvement and input into the school's priorities and initiatives are positive.	2017 →		
	* Form School Board and P&C working parties to lead and/or actively participate in key school initiatives.	* Increase in the number of partnerships and initiatives that are in place at the beginning of 2017.	S1 2018		
	* Expand our current partnerships and initiatives throughout the local and wider community.				
Grow the school's Professional Learning Communities and Networks.	* Develop and utilise Action Learning Models that support staff working in partnerships to enrich student outcomes.	* Action Learning Models reflect the needs of the school and the Professional Learning Communities.	2017 →		
	* Provide opportunities for Professional Learning Communities to work as combined groups.	* Ongoing and regular collaboration amongst Professional Learning Communities.	S2 2018		
	* Develop and maintain networks that support Secondary and Specialist teachers.	* All Secondary and Specialist staff are part of a network of support outside Donnybrook District High School.	S1 2018		
	* Continue to foster professional partnerships with local schools and associations.				
Communication	* Provide accurate, timely and purposeful communication to all stakeholders.	* Parent survey of the effectiveness of the school's communication strategies is positive.	S1 2019		
	* Apply a range of effective means of communication with families that are appropriate to the contemporary world in which we live.				



Report on Priorities

Priority: Student Focussed Learning

What was intended?	What was achieved?
<i>Use high quality instructional skills in curriculum delivery</i>	
<ul style="list-style-type: none"> Professional Learning displays a direct link to the school's Business Plan. All teachers and school leaders use the AITSL Standards in their Performance Management process. 	<ul style="list-style-type: none"> Through carefully constructed School Development Day agendas, Action Learning Models within each Phase of Schooling and individual Performance Management processes, Professional Learning supported key strategies related to the school's priorities. Example of Professional Learning are highlighted on Page 4. The AITSL Standards form the basis of the Performance Management documents, together with the Action Learning Models. This approach lends itself superbly to continual self reflection which the majority of staff do well. There is some room for improvement across the board in this crucial area of self improvement.
<i>Differentiate teaching and learning</i>	
<ul style="list-style-type: none"> All students on an Individual Education Plan or Group Education Plan are monitored and supported in their learning. 	<ul style="list-style-type: none"> Approximately 25% of the students were on Documented Plans (IEPs or GEPs). Despite their efforts, this volume of plans didn't allow teachers and education assistants to successfully monitor and support these students as well as we would have liked.
<i>Build staff capacity</i>	
<ul style="list-style-type: none"> Early Close, together with the Action Learning Models, support collaboration within and between Professional Learning Communities and Networks. 	<ul style="list-style-type: none"> Early Close on a Wednesday afternoon, together with the Action Learning Models that are developed within each Phase of Schooling, continue to be the key factors that enhance collaboration within the school and within our network and region.
<i>Use Information Communication Technologies (ICT) to enhance learning</i>	
<ul style="list-style-type: none"> Staff are engaged in Professional Learning appropriate to their level of need. 	<ul style="list-style-type: none"> Through the school's Performance Management processes, teaching and support staff have access to Professional Learning that is directly related to their needs, together with the school's three priority areas. Professional Learning continues to be a significant cost to the school as outlined on Page 4.
<i>Embed the Western Australian Curriculum in planning, teaching and assessment</i>	
<ul style="list-style-type: none"> Implementation of Phase 2 and 3 learning areas in line with SCASA timelines. Staff moderate within and between Professional Learning Communities and Networks 	<ul style="list-style-type: none"> Phase 2 and 3 of the Western Australian Curriculum continue to be implemented as required. Implementation of Brightpath (Writing) within the Primary school and the Collie-Preston Network, provided direction and a genuine purpose to moderation activities on the Junior Campus. Moderation within the Secondary school was limited to those staff who have developed strong connections with teachers from other schools.
<i>Making the most of a District High School context and market its uniqueness and value</i>	
<ul style="list-style-type: none"> Expansion of the current programs and initiatives implemented in 2015/16. 	<ul style="list-style-type: none"> The Leadership Team continued to focus on both embedding and expanding the programs/initiatives implemented in the previous 2 years. Many of these were designed to make the most of our District High School context, therefore involved both staff and students moving between campuses regularly as part of the timetable. In addition to this, the Student Leadership groups from each campus combined for activities and the whole school came together on more occasions.



Report on Priorities

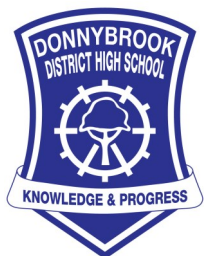
Priority: Behaviour and Well Being

What was intended?	What was achieved?
<i>Provide a safe, caring and inclusive environment</i>	
<ul style="list-style-type: none"> Students at Educational Risk are benefitting from a well structured and collaborative approach between all stakeholders. 	<ul style="list-style-type: none"> The school worked well with the psychologist and chaplain to support our students at educational risk. The partnership with parents and carers, as well as outside agencies that direct Speech and Occupational Therapy support to families was also beneficial to the students.
<i>Student attendance and engagement</i>	
<ul style="list-style-type: none"> An Attendance and Engagement Plan operating to the advantage of all stakeholders. 	<ul style="list-style-type: none"> The school's Attendance and Engagement plan was partially developed in 2017, however still requires refining to provide clarity and direction to the Administration team and teachers.

Report on Priorities

Priority: School Community Collaboration

What was intended?	What was achieved?
<i>Build and maintain positive school-community partnerships</i>	
<ul style="list-style-type: none"> School Board and P&C feedback regarding their involvement and input into the school's priorities and initiatives are positive. 	<ul style="list-style-type: none"> Board meetings were positive and well attended by members in 2017. A new Business Plan overview that was developed collaboratively with the Board Chair is supporting the school's self-reflection process and the school's accountability to the Board and the community. P&C Representation on the Board has strengthened the links between these two bodies and importantly the communication with the school. The P&C were continually looking to fund submissions from teachers that were directly linked to the school's Business Plan and priorities.
<i>Grow the school's Professional Learning Communities and Networks</i>	
<ul style="list-style-type: none"> Action Learning Models reflect the needs of the school and the Professional Learning Communities. 	<ul style="list-style-type: none"> Primary Action Learning Models were developed each term to support the needs and direction of each cluster. Teachers within each cluster were conscious of the Business Plan and the priorities of the school. Mid way through the year, the Professional Learning Communities were reminded of the concept of an Action Learning Model. Secondary Action Learning Models were not as effective as the Leadership Team had hoped as they were not developed and implemented with the same level of accountability.



Donnybrook District High School

Attendance

The tables below display the overall Primary and Secondary attendance percentages for Donnybrook District High School over a three year period.

Attendance – Primary (Years 1-6)

Primary student attendance was higher than Like Schools, which continued the school's improvement in this area over the past two years.

2015		2016		2017	
School	Like Schools	School	Like Schools	School	Like Schools
92.9%	93.1%	92.9%	92.2%	93.4%	92.0%

Attendance – Secondary (Years 7-10)

Secondary student attendance was higher than Like Schools, which continued the school's positive performance in this area over the past three years.

2015		2016		2017	
School	Like Schools	School	Like Schools	School	Like Schools
88.9%	87.8%	87.5%	86.5%	88.3%	86.8%

At Risk Attendance

It is well documented that regular attendance (90% or above) supports a student reaching their individual potential. A student who isn't attending school regularly is deemed at risk and requires intervention to support gaining or maintaining regular attendance.

75.4% of our Primary students attended school regularly in 2017, compared to 72.4% of students in Like Schools.

59.3% of our Secondary students attended school regularly in 2017, compared to 57.5% of students in Like Schools.

In 2017 1.3% of Primary students and 5.3% of Secondary students were within the Severe Risk (60% or less) category. These figures were less than the Like School averages of 2.6% and 7.8%.

The school will be developing an Attendance and Engagement Plan that is designed to promote the importance of regular attendance and support students and parents and carers in this critical area.

Memories of 2017



HASS



First Fleet Day



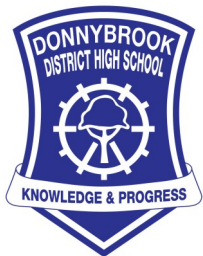
Cows Create Careers



Science Week in
Pre-Primary



Walk to School Day



Deputy Principal

Memories of 2017



ANZAC Service



*National Simultaneous
Storytime - Cow Day*



Road Trauma Day



Children's Book Week

The school year was a vibrant one at the Junior and Senior Campuses. I was privileged to work with professional teachers and support staff who are passionate about educating students.

I started the year as the Deputy Principal at the Junior Campus. Previously, I had two terms as the Associate Principal at the Junior Campus, so I was well prepared to take on this newer role. Along with Mr Milne moving up to the Junior Campus in 2017, we soon settled into the new surroundings to enjoy this wonderful learning environment.

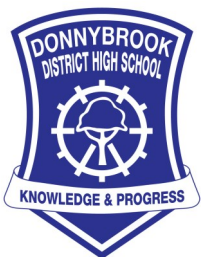
I was made extremely welcome by all staff, parents and students. I was able to visit each cluster regularly and keep in solid touch with all teachers and support staff to ensure they were given the best possible support to enhance the learning of all students. Regular visits during the Action Learning Team meetings every fortnight gave me incredible insights into how well all teachers planned for improvement in English and Mathematics. This showed me the high level of care and attention in getting the best programs and strategies embedded for the benefit of all students.

At the Junior Campus I was heavily involved in assuring that all students were given as much background support as possible if there were any issues that were impacting their schooling. I am pleased to say that along with Mr Len Van Aarde, the School Chaplain, Mrs Debra Cann, Health teacher, Mrs Oonagh Smith in the Acting Deputy role in Terms 3 and 4, as well as Ms Amy Patience, the School Psychologist all worked extremely hard to ensure students felt safe and comfortable at the Junior Campus. This enabled all children the best chance for a positive future, even at this very early stage in their schooling.

I was also privileged to work with Year 7-10 students while Mr Browne had 7 weeks long service in Terms 3 and 4. As well as coming down on Mondays in a support role over the year, this enabled me to again work with our wonderful Year 7-10s. The Senior Campus has had the new injection of Mrs Denise Duncan completing the Certificate 1 Sport and Recreation Course for the first time. This gave students a great opportunity to extend their learning in an area they are extremely passionate about. There was also a hive of activity in the quadrangle where students and parents were heavily involved in the Recycled Garden Project. This award-winning project revealed many talented designers and artists. The Open Day was a highlight that certainly ensured the recycle message is alive and being acted upon by students. Added to this, the exciting links developing with Talison Lithium Mine at Greenbushes, meant that students were able to interact and learn how the mine operates, and assess what exciting job opportunities are on offer in our local community and beyond.

The Positive Behavior in Schools committee has worked through the year embedding the matrix. The whole school now has a very solid foundation which has evolved to a core message: We Care. This will ensure Donnybrook District High School prepares all students for a positive school life as well as shining in the wider community.

Garry Davis
Deputy Principal



Associate Principal

2017 can be considered a most positive year for a number of reasons.

We have continued to maintain attendance rates above the WA average at secondary level and celebrated very successful Year 9 NAPLAN results as well as pleasing growth among the majority of the Year 7 students. We continued to promote Positive Behaviour through our PBS program through the encouragement and acknowledgement of Empathy, Engagement and Responsibility. We provided additional pastoral care through our School Chaplain and School Psychology Services and further value-added to the WA Curriculum by continuing to offer Certificate 1 courses to our Year 9 and 10 students in Engineering, Hospitality, Business, Horticulture and Sport and Recreation. A number of Year 10 students also took advantage of our Structured Work Place Learning Program to experience a

non-school workplace over the last week of Terms 1,2 and 3.

Our Student Representative Council (SRC), drawn from peer elected students from Years 6 to 10 has promoted our Positive Behaviour Support program as well as organising and running assemblies. Discussions with SRC members indicate these experiences have been rewarding for these students and that they have enjoyed the opportunities provided to engage in outside-of-school activities such as surfing, sailing and community work, while building their own capacity as contributing community members and leaders. Thanks must go to Ms McLoughlin who has led this group superbly and kept them focused throughout the year.

The transition program, which sees Years 4 to 6 students utilising the specialist facilities and subject teachers on the Senior Campus, continued in 2017. Year 4 students participated in Art projects and Year 5 and 6 students took part in Visual Arts, Digital Technologies, Home Economics and Design and Technology options. This is a program we plan to continue for many years to come as it augments our approach to Year 7 and 8 where a support teacher is provided across all core areas.

We once again participated in the Statewide Electric Vehicle Challenge and were again very competitive. The EV challenge integrates Science, Technology, Engineering and Maths skills (STEM) in a challenging, project-based environment and supports a Nationwide and State focus on STEM education. Thank you to Mr Strother and the Year 9 and 10 students for the effort and time they devoted to this project.

Jeff Brown

Associate Principal

Memories of 2017



Talison Careers Day



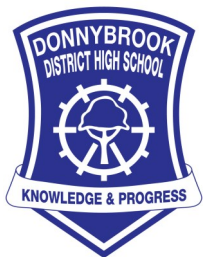
SRC Sailing Excursion



HASS Politics Incursion



*Interschool
Cross Country*



P&C 2017

President

Ms Katya Tripp

Vice President

Mrs Jayde Wright

Secretary

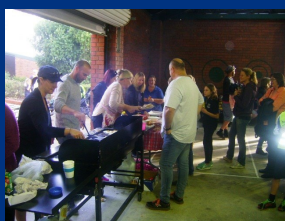
Mrs Miranda Harrison

Treasurer

Mrs Sandra Dillon



Easter Hat Parade



*Walk Safely to School
Day Breakfast*



Dance Off

P&C Association's Report

Congratulations to everyone on another year of achievement. We have continued to provide to the children – our children.

This year we proved that the canteen can continue to provide a service to the school, potentially even make us a profit. Thank you to Michelle Daniels for her amazing work and to everyone else who has chipped in to help.

The end of year family picnic continues to improve, running very smoothly this year with lots to do and eat. 'Dance Offs' were also a huge success enjoyed by all – thank you to Melinda Ward and all her volunteers and helpers. These events are a great example of everyone pitching in to help one another to provide something for the children.

We have gone electronic and mobile with our accounting system – thank you Sandy Dillon. It has been a huge job to clean up the books and I hope this year she can enjoy the benefits of her hard work.

We also managed to have our own logo to use and display – thank you to Morgan Bugg.

Last year we provided approximately \$15,000 in funding to the school including:

- the organisation of the family picnic,
- sponsoring of awards,
- interschool sports singlets,
- bucket hats for Kindergarten students,
- the mural at the undercover area at the primary campus,
- the reading eggs subscription,
- soft furnishings for the libraries,
- paper cutters for the Early Childhood areas and
- funds set aside to support the establishment of a science room and new sound system.

Many of these items are becoming annual commitments being relied upon by students, parents and the school. Therefore, it is vital we keep up the hard work.

Thank you to our sponsors too, in particular Donnybrook IGA and Donnybrook newsagent. Please support our sponsors by shopping locally.

Thank you to the school leadership team for their ongoing support, the canteen staff, and the executive committee in particular our vice president, secretary and treasurer without whom we would not function. A special thank you to Jess Mongan for her tireless work in communicating P&C news.

We are often struggling to find a quorum at our general meetings so please consider becoming a member or encourage a friend to come along. We are making a difference!

Katya Tripp